

Hawaii Department of Human Services, Med-QUEST Division
2005–2006 PIP Validation Tool
for <QUEST Plan Name>

| ACTIVITIES | EVALUATION ELEMENTS | SCORING | COMMENTS |
|---|---|---|--|
| Performance Improvement Project/Health Care Study Evaluation | | | |
| I. Appropriate Study Topic | The study topic: | | Topics selected for the study should reflect the Medicaid enrollment in terms of demographic characteristics, prevalence of disease, and the potential consequences (risks) of the disease. Topics could also address the need for a specific service. The goal of the project should be to improve processes and outcomes of health care. The topic may be specified by the State Medicaid agency or on the basis of Medicaid enrollee input. |
| | — 5. Does not exclude members with special health care needs. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | C* 6. Has the potential to affect member health, functional status, or satisfaction | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| Totals for Activity I | 1** | __ Met __ Partially Met __ Not Met __ N/A | |

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** This number tallies the total number of *critical* evaluation elements for this review activity.

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| II. Clearly Defined, Answerable Study Question | The written study question or hypothesis: | | Stating the question(s) helps maintain the focus of the PIP and sets the framework for data collection, analysis, and interpretation. |
| | — 1. States the problem to be studied in simple terms. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | C* 2. Is answerable/provable. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | Totals for Activity II 1** | ___ Met ___ Partially Met ___ Not Met ___ N/A | |

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| Performance Improvement Project/Health Care Study Evaluation | | | |
| III. Clearly Defined Study Indicator(s) | Study indicators: | | A study indicator is a quantitative or qualitative characteristic or variable that reflects a discrete event (e.g., an older adult has not received a flu shot in the last twelve months) or a status (e.g., a member's blood pressure is/is not below a specified level) that is to be measured. The selected indicators should track performance or improvement over time. The indicators should be objective, clearly and unambiguously defined, and based on current clinical knowledge or health services research. |
| | C* 1. Are well defined, objective, and measurable. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | — 2. Are based on practice guidelines, with sources identified. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | C* 3. Allow for the study question/hypothesis to be answered or proven. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | — 4. Measure changes (outcomes) in health or functional status, member satisfaction, or valid process alternatives. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | C* 5. Have available data that can be collected on each indicator. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |

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| | 6. Are nationally recognized measures such as HEDIS, when appropriate. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | 7. Include the basis on which each indicator was adopted, if internally developed. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| Totals for Activity III | 3** | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |

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| IV. Correctly Identified Study Population | The method for identifying the eligible population: | | The selected topic should represent the entire eligible Medicaid-enrolled population, with system-wide measurement and improvement efforts to which the PIP study indicators apply. |
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| | C* | 1. Is accurately and completely defined. <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | — | 2. Includes requirements for the length of a member's enrollment in the QUEST Plan. <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | C* | 3. Captures all members to whom the study question applies. <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| Totals for Activity IV | 2** | __ Met __ Partially Met __ Not Met __ N/A | |

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| V. Valid Sampling Techniques | Sampling techniques: | | If sampling is to be used to select members of the study, proper sampling techniques are necessary to provide valid and reliable information on the quality of care provided. The true prevalence or incidence rate for the event in the population may not be known the first time a topic is studied. |
| | 1. Consider and specify the true or estimated frequency of occurrence (or the number of eligible members in the population). | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | 2. Identify the sample size (or use the entire population). | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | 3. Specify the confidence interval to be used (or use the entire population). | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | 4. Specify the acceptable margin of error (or use the entire population). | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | 5. Ensure a representative sample of the eligible population. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | 6. Are in accordance with generally accepted principles of research design and statistical analysis. | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |
| | Totals for Activity V | <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A | |

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